
6B

Action

Legislative Committee

Analyses of Bills

Executive Summary: Staff will present analyses of educator preparation and licensing bills introduced by Legislators. The analyses will summarize current law, describe the bills' provisions, estimate their costs and recommend amendments, if applicable.

Recommended Action: Staff will recommend a position in each bill analysis submitted for the Commission's consideration.

Presenters: Mary Armstrong, Director; Marilyn Errett, Administrator, Office of Governmental Relations

Strategic Plan Goal: 2

Support policy development related to educator preparation, conduct and professional growth

- ◆ Inform key legislators and policy makers on issues and ideas relevant to the Commission's scope of action

April 2009

Bill Analysis

Assembly Bill 148 (Coto) Study on Transformational Leadership

Current Position: Watch

Recommended Position: Support if Amended

Sponsor: Assembly Member Coto

Bill Version: As Amended March 10, 2009

Note: The Commission adopted a “Watch” position on AB 148 (as introduced January 22, 2009) at its March 5, 2009 meeting. The bill has been amended and staff has summarized and highlighted those changes within this analysis. In addition, staff has highlighted portions of the analysis that have been added to the March, 2009 version of the analysis.

Analysis of Bill Provisions

Assembly Bill 148 passed unanimously in the Assembly Education Committee on March 18, 2009. The measure would require the Commission to conduct a study that includes recent research and successful professional development practices of the administrative services credential to recommend more effective paths to transformational leadership. Transformational leadership is defined as “the body of knowledge and set of skills needed to transform an organization.” AB 148 contains Legislative intent language targeting high school reform and improving underperforming schools, and also notes that effective leadership is key to school improvement.

AB 148 outlines the content of the study as:

Defining how the transformational leadership philosophies, knowledge, skills, competencies, and values can, and to what extent need to, be added as part of the initial credential process and whether an authorization that should be added to an administrative credential for those already credentialed. The goal of the study would be to recommend to the Commission and to the Legislature the most effective means by which California’s school principals and leaders can gain, demonstrate, and apply the educational philosophy, values, knowledge, skills and habits of mind to lead schools and educational communities in the process of transforming schools to places that:

1. Believe in the capacity of all students.
2. Commit to the success of all students at high levels.
3. Prepare all students for college and other important educational steps beyond high school.
4. Individualize educational experiences for the unique needs of each student.
5. Engage in collaborative professional practices and collective learning.
6. Develop and support shared leadership practices.

In addition to an examination of the Administrative Services Credential as it relates to transformational leadership, the measure allows that the study may also include recommendations related to leadership, coaching, leadership induction, networking, and seminars, data tracking, and the relationship between preliminary and professional clear administrative services credentialing in terms of transformational leadership.

The Commission would be required to:

1. Conduct the study between July 1, 2010, and June 30, 2011.
2. Report its finding to the Legislature by no later than December 31, 2011.

The act would be repealed on January 1, 2012.

Commission Activity

Recently, the Commission worked to change the style and format of program standards for teaching credentials. The revised standards removed what had been called “Required Elements” and incorporated their essence into the standard itself. By doing so, the Commission streamlined the process for program document preparation and review. Commission staff is currently working with a group of professionals in the field of school administration to accomplish the same type of revision for the Administrative Services Credential. Prior to this revision, standards were last approved by the Commission in 2004.

The Commission’s fall symposium, scheduled for September 25, 2009, will focus on issues pertaining to the Administrative Services Credential. The symposium will help establish questions and concepts to be further explored by the Commission. In addition, Larry Birch, the Director of the Commission’s Professional Services Division, is currently serving on an intersegmental panel examining workforce issues for school administrators.

Fiscal Impact

Minor/Absorbable. Commission staff has determined that the activities included in AB 148 could be completed as part of the normal workload.

Relevant Commission Legislative Policies

Policy 1: The Commission supports legislation that proposes to maintain or establish high standards for the preparation of public school teachers and other educators in California and opposes legislation that would lower standards for teachers and other educators.

Organizational Positions

Support

Association of California School Administrators
ConnectEd
National Board for Professional Teaching Standards
UC/ACCORD
UC/IDEA

Opposition

None noted at this time.

Reason for Suggested Position

At its March 5, 2009 meeting, the Commission adopted a “Watch” position on AB 148. This position was adopted because the Commission had concerns about the bill and hoped that they would be addressed in a set of upcoming amendments. Staff was asked to return with an analysis of the amended bill for reconsideration. This analysis is of the bill as amended on March 10, 2009.

In short, the Commission’s discussion centered around two questions:

1. Is the wording of the bill broad enough to allow the advisory panel to examine and make recommendations on issues other than transformational leadership but perhaps related?
2. Does the wording of the bill determine the outcome of the study as it relates to the Administrative Services Credential before the advisory group makes recommendations by requiring the advisory panel to “define how the transformational leadership philosophies, knowledge, values, skills and competencies can be added as part of the process for obtaining a preliminary or professional credential with a specialization in administrative services . . .?”

Amendments in the March 10 version of the bill allow for broadening the scope of the study. Section (g) of the proposed Education Code section 44270.6 is added to the bill as follows:

The study may also include recommendations for leadership coaching, leadership induction, networking, and seminars, data tracking, and the relationship between preliminary and professional clear administrative services credentialing in terms of transformational leadership.

Staff recommends one addition to the new language, underlined below, to further address the Commission’s concern.

The study may also include, but shall not be limited to, recommendations for leadership coaching, leadership induction, networking, and seminars, data tracking, and the relationship between preliminary and professional clear administrative services credentialing in terms of transformational leadership.

The Commission’s concern regarding a predetermined outcome of the study is not addressed in the March 10 version of the bill. Staff recommends several amendments to address this issue. For example, section (a) of the proposed Education Code section 44270.6 currently reads:

The Commission on Teacher Credentialing shall administer a one-year study that includes recent research and successful professional development practices to recommend more effective paths to

transformational leadership through the administrative services credentialing process for school principals and leaders.

Staff recommends that this language be amended as follows (strike outs represent suggested deletions and underlining represents suggested additions):

The Commission on Teacher Credentialing shall administer a one-year study that includes recent research and successful professional development practices ~~to recommend~~ regarding more effective paths to transformational leadership through the administrative services credentialing process for school principals and leaders.

There are two additional sections of the bill that could be similarly amended to address the Commission's concerns.

The Legislature has shown great interest in changing school environments in underperforming schools. While some measures in the past few years have focused on the content and skills needed for teachers, attention to the need for strong instructional leaders has come to the forefront. The Commission periodically reviews the structure and standards related to specific credential types. The requirement in AB 148, that the Commission examine current program standards and opportunities for current and future school administrators to develop skills as leaders in an era of needed change, is in line with the types of questions and issues discussed as a part of the Commission's credential review process. The purpose of the measure, to develop school administrators with strong skills as "transformational leaders," is timely. The Center for the Future of Teaching and Learning, in its recently released report *Strengthening California's System for Preparing and Supporting Principals – Lessons from Exemplary Programs*¹, notes one of the common characteristics of exemplary leadership development programs as: A standards-based curriculum that emphasizes instructional leadership, organizational development, and change management. Recommendations based on the study required in AB 148 could help strengthen Administrative Services Credential programs in the crucial area of school leadership for turning around low performing schools.

AB 148 as amended March 10, 2009, addresses, in part, the Commission's concerns. Assembly Member Coto and his staff have been receptive to discussion and suggestions. By adopting the position recommended below, the Commission would be directing staff to continue discussions with the Assembly Member and to recommend amendments to the bill as outlined in this analysis.

For these reasons, staff is recommending that the Commission adopt a position of **"Support if Amended"** on AB 148.

Analyst: Marilyn Errett

Date of Analysis: April 2, 2009

¹ Center for the Future of Teaching and Learning, 2009. Based on the research of Linda Darling-Hammond and Stelios Orphanos.

Bill Analysis

Assembly Bill 364 (Torlakson) After School Teacher Pipeline Program

Recommended Position: Support

Sponsor: Bay Area Partnership for Children and Youth

Bill Version: Introduced February 23, 2009

Analysis of Bill Provisions

AB 794 would establish the California After School Teacher Pipeline Program to recruit qualified after school instructors from the 21st Century High School After School Safety and Enrichment for Teens program, the After School Education and Safety program, and the 21st Century Community Learning Centers program, to participate on a pilot basis in the California Paraprofessional Teacher Training Program (PTTP). The Commission would select up to four school districts or county offices of education currently participating in the PTTP to apply for pilot program funds. In addition to satisfying all of the requirements of the PTTP program, pilot applicants would be required to demonstrate:

1. A screening process to determine if a pilot participant's after school instruction experience ensures participant readiness for the pilot.
2. Professional support for pilot participants.
3. How pilot participants will be tracked within the program.

The pilot program would be funded annually by \$150,000 from the Proposition 49--California After School Education and Safety Program (up to \$3,500 per participant). The Commission would also be required to report to the Legislature by January 1, 2015 on the status of the program, including the ability of the applicants to successfully integrate the pilot into their existing program and the number of participants in the pilot that receive teaching credentials.

AB 364 is a reintroduction of SB 1674 from last session. The Commission supported SB 1674.

Background

21st Century High School After School Safety and Enrichment for Teens (ASSETs) Program

Education Code sections 8420-8428 and 8484.8(h) establish the 21st Century High School After School Safety and Enrichment for Teens (ASSETs) Program. The program is administered by the California Department of Education (CDE). ASSETs provides incentives for schools and communities to work together and establish before and after school enrichment programs that provide academic support, educational enrichment, safe,

constructive alternatives for high school students and assistance in passing the California High School Exit Exam. Programs may operate before school, after school, weekends, summer, intersession and vacation.

ASSETs is part of the 21st Century Community Learning Centers program authorized in 1996 under federal law. The No Child Left Behind Act of 2001 transferred the administration of this program to the states and expanded local accountability for student academic achievement.²

California's 21st Century Community Learning Centers (21st CCLC) Program

The No Child Left Behind Act of 2001 was signed into law in January 2002, authorizing the California Department of Education (CDE) to administer California's 21st Century Community Learning Centers (21st CCLC) program. Education Code sections 8484.7 - 8484.9 further define California's 21st CCLC program. This state-administered, federally funded program provides five-year grant funding to establish or expand before-and after-school programs that provide disadvantaged K-12 students (particularly students who attend schools in need of improvement) with academic enrichment opportunities and supportive services to help the students meet state and local standards in core content areas.

The purpose of the 21st CCLC program, as described in federal statute, is to provide opportunities for communities to establish or expand activities that focus on: 1) improved academic achievement; 2) enrichment services that reinforce and complement the academic program; and 3) family literacy and related educational development services.

Entities eligible to apply for funding include: local educational agencies (LEAs), cities, counties, community-based agencies, other public or private entities (which may include faith-based organizations), or a consortium of two or more such agencies, organizations, or entities. Applicants are required to plan their programs through a collaborative process that includes parents, youth, and representatives of participating schools or local educational agencies, governmental agencies (e.g., cities, counties, parks and recreation departments), community organizations, and the private sector.³

The After School Education and Safety (ASES) Program (Proposition 49)

The After School Education and Safety (ASES) Program is the result of the 2002 voter approved initiative, Proposition 49. This proposition amended California Education Code section 8482 to expand and rename the former Before and After School Learning and Safe Neighborhood Partnerships Program. The ASES Program funds the establishment of local after school education and enrichment programs. These programs are created through partnerships between schools and local community resources to provide literacy, academic enrichment and safe constructive alternatives for students in kindergarten through ninth grade. Funding is designed to: 1) maintain existing before and after school

² <http://www.cde.ca.gov/ls/ba/>

³Ibid

program funding; and 2) provide eligibility to all elementary and middle schools that submit quality applications throughout California.

The ASES program must be aligned but not repeat the content of regular school day and other extended learning opportunities. After school programs must consist of the two elements below and ASES program leaders work closely with school site principals and staff to integrate both elements with the school's curriculum, instruction, and learning support activities.

1. An **educational and literacy element** must provide tutoring and/or homework assistance designed to help students meet state standards in one or more of the core academic subjects.
2. The **educational enrichment element** must offer an array of additional services, programs, and activities that reinforce and complement the school's academic program. Enrichment activities may be designed to enhance the core curriculum.⁴

Commission Activity

The PTTP was created to help meet teacher supply needs by bringing talented, experienced classroom teacher's aides into the teaching profession through a program of financial and instructional support. The Commission currently serves as the budgetary and administrative agent for this program disbursing grant funds to applying school districts and county offices of education. This highly successful program helps support skilled, experienced teachers' aides as they complete a college degree and earn a teaching credential. The PTTP has resulted in over 1,708 new teachers in our state who teach and live in communities with the greatest need. Ninety-two percent of these teachers are still serving in California's public schools.

In 2007, the Commission sponsored SB 193 (Scott), (Chap. 554, Stats. 2007), a measure to clarify elements of the law governing the PTTP and to increase in statute the per participant funding amount to reflect increases in college tuition and books. Specifically, SB 193 made the following changes:

- Requires verification of candidate minimum education requirements to mirror the No Child Left Behind Act employment criteria for paraprofessionals.
- Requires participants to obtain a Certificate of Clearance from the Commission that ascertains fingerprint clearance and a full background check prior to participation in the program.
- Provides in statute an appeals procedure for individuals who are unable to meet the repayment through service requirement due to illness or other extenuating circumstances.
- Increases the per participant funding from \$3,000 per year to \$3,500 to meet increases in tuition and the cost of books, as well as to conform to the current Budget Act.

⁴ <http://www.cde.ca.gov/ls/ba/>

- Requires the Commission to contract for an external evaluation of the program every five years beginning in 2014.

Fiscal Impact

SB 364 would require the CDE to transfer \$150,000 of After School Education and Safety Program grant funds to the Commission for the California After School Teacher Pipeline Program pilot. These funds are not subject to the Budget Act and are a continuous appropriation; therefore, it appears that sufficient funding would be available to fund the pilot.

Relevant Commission Legislative Policies

Policy 4: The Commission supports the maintenance of a thoughtful, cohesive approach to the preparation of credential candidates and opposes legislation that would tend to fragment or undermine the cohesiveness of the preparation of credential candidates.

Policy 5: The Commission supports legislation which strengthens or reaffirms initiatives and reforms which it previously has adopted, and opposes legislation which would undermine initiatives or reforms which it previously has adopted.

Organizational Positions

Support

Bay Area Partnership for Children and Youth (sponsor)

Opposition

None noted at this time.

Reason for Suggested Position

Last year staff conducted a survey of PTTP directors, asking the following questions relating to the proposed legislation:

1. Do you currently have PTTP participants in your program who are also employed as after school program staff in your local education agency?
2. Do you believe that the proposed change in the law would enhance your pool of candidates? Why or why not?
3. Are there any problems (either conceptual or practical) that you see with the proposal's redefining of paraprofessionals to include employees of after school programs, as specified in the bill?

Responses from the survey varied widely, depending on the director's familiarity and relationship with before and after school programs and personnel. The SB 364 pilot would seem, therefore, a prudent way to explore the possibility of expanding the participant pool to include these participants.

In addition, the Commission supported legislation with identical provisions last session, SB 1674.

For these reasons, staff is recommending a **“Support”** position.

Analyst: Anne L. Padilla

Date of Analysis: March 25, 2009

Bill Analysis

Assembly Bill 794 (Hagman) Teacher Credentialing Fees

Recommended Position: Seek Amendments

Sponsor: Author.

Bill Version: Introduced February 26, 2009

Analysis of Bill Provisions

AB 794 would require the Commission on Teacher Credentialing (Commission) to waive all application and processing fees for out-of-state teaching credential applicants who relocate to California due to orders received from a branch of the United States Armed Forces that require the applicant's spouse to relocate to California.

Commission Activity

Pursuant to legislation enacted as part of the 1999 State Budget (Chapt.78, Stats. 1999) the Commission waived first-time fees for all Single Subject, Multiple Subject and Education Specialist credentials "subject to the funds being appropriated expressly for this purpose in the annual Budget Act." The lost revenue to the Commission's Teacher Credentials Fund (TCF) was back-filled by the General Fund from 1999 through 2002.

Background

California provides a variety of benefits for military personnel and their families. Among them are college tuition and fee waivers at any State of California Community College, California State University or University of California campus, waiver of out-of-state fees at all California public universities, motor vehicle registration fee waivers and reduced fees for state parks and recreation passes. Eligibility for the fee waiver programs varies depending on individual program requirements. (Complete listing of programs and eligibility criteria is attached.) These fee waivers are not back-filled through General Fund revenue sources.

Fiscal Impact

Unknown. Currently, the Commission keeps track of the number of out-of-state applications; however, no distinction is made as to the applicant's individual circumstances that bring them to California.

Over the past five years, an average of 3,678 teachers have annually applied for their first credential each year. The current application fee is \$55.

If 20 percent of these teachers were eligible for the proposed fee waiver, the cost to the TCF would be \$40,480; 10 percent, the cost would be \$20, 240; 5 percent, \$10,120.

In trying to determine possible fiscal impact on the TCF, staff contacted representatives from the Department of Defense, Spouses to Teachers program. The Spouses to Teachers program is a resource for military spouses who are teachers or interested in teaching but face difficulties finding certification requirements and job information during relocation. Teaching is noted as a professional career of high interest to military spouses.

The program was run as a pilot from September 1, 2004 through September 8, 2008 in states with a large military population and a need for public school teachers. In January 2009, the program was merged with the Military OneSource Center under the Military Spouse Career Advancement Account Program (MSCAAP).⁵

Spouses to Teachers program representatives stated that between September 2004 and September 2008 they served 114 spouses who were credentialed in other states and did not already hold a California credential. The program provided counseling and assistance to 2,065 military spouses who expressed an interest in teaching in California in that time frame.

Organizational Positions

Support

None noted at this time.

Opposition

None noted at this time.

Reason for Suggested Position

Even in times of fiscal uncertainty, there continues to be a public policy focus on providing benefits to members of our armed services and their dependents in return for their service to our country. Staff is aware of at least two other legislative proposals introduced this year that seek to expand education benefits to members of the armed services and/or their families.

In discussions with the author's staff, it is the intent of the author to allow the fee waiver for the applicant's *initial* credential. Staff recommends that the bill be clarified to indicate that the fee waiver is for the initial credential.

For this reason, staff is recommending a “**Seek Amendments**” position.

Analyst: Anne L. Padilla

Date of Analysis: April 1, 2009

⁵ <http://www.caltroops.org/stt.php>
http://www.military.com/spouse/cf/0,.cf_other_pop_teaching-spouse.00.html

APPENDIX A

<http://www.cdva.ca.gov/VetService/Overview.aspx>



[Home](#) → [Vet Services](#) → Benefits Overview

California Veterans Benefits Overview

Benefits:

(* Benefits administered by the California Department of Veterans Affairs)

- [College Tuition Fee Waivers For Veterans' Dependents](#)
- [Non-Resident College Fee Waiver](#)
- [Disabled Veteran Business Enterprise Opportunities](#)
- [Veterans Homes Of California*](#)
- [Motor Vehicle Registration Fees Waived](#)
- [Disabled Veteran License Plates](#)
- [Free License Plates](#)
- [Veterans Preference In California Civil Service Examinations](#)
- [State Of California Veterans Cemetery*](#)
- [Veterans Claims Representation*](#)
- [Fishing And Hunting Licenses](#)
- [Employment And Unemployment Insurance Assistance](#)
- [CalVet Farm And Home Loans*](#)
- [State Parks And Recreation Pass](#)
- [Business License, Tax And Fee Waiver](#)
- [Property Tax Exemptions](#)

COLLEGE TUITION FEE WAIVERS FOR VETERANS' DEPENDENTS

THE BENEFITS

Waiver of mandatory systemwide tuition and fees at any State of California Community College, California State University or University of California campus.

WHO MAY BE ELIGIBLE

Plan A:

The spouse, registered domestic partner, child (under the age of 27) or unmarried surviving spouse of a veteran who is totally service-connected disabled, or who has died of service-connected causes may qualify.

Plan B:

The child of a veteran who has a permanent service-connected disability. The child's income and value of support provided by a parent cannot exceed the national poverty level. To view this year's poverty level, go to www.cdva.ca.gov/VetService/Waivers.aspx. Note: All students must meet California residency requirements.

*Note that all students must meet California residency requirements.

WHERE TO APPLY

Contact your local County Veterans Service Office or the Admissions Office of any California system campus or go to www.cacvso.org for more information and to download an application.

NON-RESIDENT COLLEGE FEE WAIVER

THE BENEFIT

Waiver of non-resident fees (pay at California resident rate) at all State of California Community Colleges, California State University or University of California campuses.

WHO MAY BE ELIGIBLE

- A student who is a veteran of the armed forces of the United States stationed in this state on active duty for more than one year immediately prior to being discharged from the armed forces is entitled to resident classification for the length of time he or she lives in this state after being discharged up to the minimum time necessary to become a resident.
- An undergraduate student who is a member of the Armed Forces of the United States stationed in this state on active duty, except a member of the Armed Forces assigned for educational purposes to a state-supported institution of higher education.
- An undergraduate student who is a natural or adopted child, stepchild, or spouse who is a dependent of a member of the armed forces of the United States stationed in this state on active duty.
- A student seeking a graduate degree who is a member of the Armed Forces of the United States stationed in this state on active duty, except a member of the Armed Forces assigned for educational purposes to a state-supported institution of higher education. There is a two-year limit for graduate level studies.
- A student seeking a graduate degree who is a natural or adopted child, stepchild, or spouse who is a dependent of a member of the armed forces of the United States stationed in this state on active duty. There is a one-year limit for graduate level studies.

WHERE TO APPLY

At the Admissions Office of any California system campus.

DISABLED VETERAN BUSINESS ENTERPRISE OPPORTUNITIES

THE BENEFITS

Certified veteran owned businesses can participate in the state goal of awarding 3% of all state contracts to disabled veterans through the Disabled Veteran Business Enterprise (DVBE) Program.

WHO MAY BE ELIGIBLE

Veterans with a service-connected disability rated at 10% or greater who own at least 51% of a business.

WHERE TO APPLY

Office of Small Business and DVBE Certification
707 3rd Street, 1st Floor, Room 400
West Sacramento, CA 95798-9052
(916) 375-4940 or (800) 559-5529
<http://www.pd.dgs.ca.gov/smbus>

OTHER GOVERNMENTAL AGENCIES

The State DVBE Advocate
California Department of Veterans Affairs
Veterans Services Division
1227 'O' Street, Suite 105
Sacramento, CA 95814
(916) 653-2573
<http://www.cdva.ca.gov/VetService/DVBE.aspx>

VETERANS HOMES OF CALIFORNIA

THE BENEFITS

Professional and low cost residential, assisted living, and medical care facilities throughout California.

WHO MAY BE ELIGIBLE

Aged or disabled U.S. veterans who are residents of California.

WHERE TO APPLY

To obtain additional information or an application, or to schedule a visit, contact one of our Veterans Homes:

Veterans Home of California, Yountville (Napa County)
1-800-404-8387

Veterans Home of California, Barstow (San Bernardino County)
1-800-746-0606

Veterans Home of California, Chula Vista (San Diego County)
1-888-857-2146

(Additional information and an application may be obtain at the [Veterans Homes admission page](#) on our web site)

[Admissions.aspx](#)

California Department of Veterans Affairs
Veterans Home Division
1227 'O' street
Sacramento, CA 95814
www.cdva.ca.gov/homes
1-800-952-5626

MOTOR VEHICLE REGISTRATION FEES WAIVED

THE BENEFITS

Waiver of registration fees and free license plates for one passenger motor vehicle, or one motorcycle, or one commercial motor vehicle of less than 8001 pounds unladen weight.

WHO MAY BE ELIGIBLE

Medal of Honor recipients, American Ex-Prisoners of War and “disabled veterans” as defined in the “Disabled Veterans License Plate” section of this pamphlet.

HOW TO APPLY

Medal of Honor recipients should complete a [DMV form REG 17A](#), and proof of receipt of the Medal of Honor.

Ex-Prisoners of War should complete a [DMV form REG 17](#), and proof of former status as a POW.

WHERE TO APPLY

Applications and necessary documentation should be mailed to:

Department of Motor Vehicles
P.O. Box 932345
Sacramento, CA 94232
1-800-777-0133
www.dmv.ca.gov

DISABLED VETERAN LICENSE PLATES

THE BENEFIT

Waiver of registration fees and free “DV” handicap parking license plates for one passenger motor vehicle, motorcycle, or commercial motor vehicle of less than 8001 pounds unladen weight.

WHO MAY BE ELIGIBLE

A “disabled veteran” is any person who, as a result of injury or disease suffered while on active service with the Armed Forces of the United States, suffers any of the following:

- (a) Has a disability which has been rated at 100 percent by the Department of Veterans Affairs or the military service from which the veteran was discharged, due to a diagnosed disease or disorder **which substantially impairs or interferes with mobility** or,
- (b) Is so severely disabled as to be unable to move without the aid of an assistant device or,
- (c) Has lost, or has lost use of, one or more limbs or,
- (d) Has suffered permanent blindness, as defined in Section 19153 of the Welfare and Institutions Code.

HOW TO APPLY

Obtain a signed doctor's statement that indicates that the veteran in question has a service-connected disability with at least one of the above listed mobility impairments, complete [DMV forms REG 195](#) and [REG 256A](#), and mail the completed package to:

DMV PLACARD
P.O. Box 942869
Sacramento, CA 94269-0001
1-800-777-0133
www.dmv.ca.gov

FREE LICENSE PLATES

THE BENEFITS

Free specialized license plates.

WHO MAY BE ELIGIBLE

- a) Legion of Valor plates for recipients of the Medal of Honor, Distinguish Service Cross, Navy Cross or the Air Force Cross.
- b) Purple Heart Medal recipients
- c) Pearl Harbor Survivors
- d) Former Prisoners of War

HOW TO APPLY

Recipients should complete a [DMV form REG 17A](#), and provide proof they received a medal as described above or the evidence of being stationed at Pearl Harbor on December 7, 1941. Former POW's complete [DMV form REG 17](#)

WHERE TO APPLY

Applications and necessary documentation should be mailed to:

Department of Motor Vehicles
P.O. Box 932345
Sacramento, CA 94232
1-800-777-0133
www.dmv.ca.gov

VETERANS PREFERENCE IN CALIFORNIA CIVIL SERVICE EXAMINATIONS

THE BENEFIT

Additional points added to the final score of a civil service examination as follows:

- a) Open Entrance Exams: 15 points for a disabled veteran and 10 points for other veterans and surviving spouses.
- b) Open Nonpromotional Entrance Exams: 10 points for disabled veterans and 5 points for other veterans.

WHO MAY BE ELIGIBLE

- a) Veterans with service-connected disabilities rated at 10% or greater.
- b) "Wartime" veterans who served have served with honor.
- c) A veteran who served under honorable conditions for a period of at least 181 days
- d) Spouses of totally disabled service-connected veterans.
- e) Unmarried, surviving spouses of a veteran who has died of service-connected causes.

WHERE TO APPLY

Please mail an [application](#), discharge papers, and other documents to:

State Personnel Board
Veterans Preference Coordinator
P.O. Box 944201
Sacramento, CA 94244-2010
(916) 653-1502
www.spb.ca.gov

CALIFORNIA VETERANS CEMETERY

THE BENEFIT

Complete, professional burial services at no cost to veterans (\$500 fee for spouses or dependents).

WHO MAY BE ELIGIBLE

Veterans, dependents and survivors who meet USDVA eligibility requirements for burial in a national cemetery.

WHERE TO APPLY

Northern California Veterans Cemetery
P.O. Box 76
11800 Gas Point Road
Igo, CA 96047-0076
(866) 777-4533

Or visit www.cdva.ca.gov/Cemetery/Default.aspx on our website.

VETERANS CLAIMS REPRESENTATION AT U.S. DEPARTMENT OF VETERANS AFFAIRS (USDVA) REGIONAL OFFICES**THE BENEFIT**

Professional, accredited, USDVA claims and ratings review, and representation in appellate processes.

WHO MAY BE ELIGIBLE

Any veteran, dependent or veteran's survivor applying for USDVA benefits.

WHERE TO APPLY

Any [County Veterans Service Office](#) (located in the county government listings in your telephone book)
OR

California Department of Veterans Affairs
Veterans Services Division
1227 'O' Street
Sacramento, CA 95814
1-800-952-5626

www.cdva.ca.gov/otherbenefits/claims.aspx on our Web Site.

FISHING AND HUNTING LICENSES**THE BENEFITS**

Reduced annual fees for fishing and hunting licenses.

WHO MAY BE ELIGIBLE

Any veteran with a 50% or greater service-connected disability.

HOW TO APPLY

First time applicants must submit proof of their service-connected disability from the USDVA.

The California Department of Fish and Game
License and Revenue Branch
1740 N. Market Blvd.
Sacramento, CA 95834
Phone (916) 928-5805
<http://www.dfg.ca.gov/>

OR any Department of Fish and Game Office.

EMPLOYMENT AND UNEMPLOYMENT INSURANCE ASSISTANCE

THE BENEFITS

Assistance in obtaining training and employment as well assistance in obtaining unemployment insurance.

WHO MAY BE ELIGIBLE

All veterans.

WHERE TO APPLY

Service-connected disabled veterans should contact a Veterans Employment Service Specialist (VESS). Other veterans should contact a Veterans Workforce Specialist (VWS) located at a local [Employment Development Department \(EDD\) Office](#) (see the state government section of your local telephone book).
www.edd.ca.gov

FARM AND HOME LOANS (CALVET)

THE BENEFIT

Direct loans from the State of California, highly competitive rates, quick processing, unbeatable earthquake and disaster coverage, and proven ability to work well with our homeowner veterans.

WHO MAY BE ELIGIBLE

Any veteran who served honorably on active duty in the Armed Forces of the United States, who resides in and wishes to purchase a farm or home in California.

WHERE TO APPLY

Any California Department of Veterans Affairs [CalVet District Office](#) (located in the state government section of your telephone book), or

California Department of Veterans Affairs
Farm and Home Loan Division
1227 'O' Street
Sacramento, CA 95814
1-800-952-5626
Or visit www.cdva.ca.gov/CalVetLoans/ on our web site.

STATE PARKS AND RECREATION PASS

THE BENEFITS

A lifetime State of California Parks pass for only \$3.50.

WHO MAY BE ELIGIBLE

Any veteran with a service-connected disability rated at 50% or greater, or a former Prisoner of War.

HOW TO APPLY

To apply by mail, a veteran should submit: (1) a completed [Department of Parks and Recreation form DPR 619](#), (2) a letter from the USDVA verifying a service-connected disability rated at 50% or greater, or former Prisoner of War status (3) a copy of the veterans drivers license to verify California residency, and (4) a check or money order for \$3.50 made payable to the Department of Parks and Recreation.

California Department of Parks and Recreation
Field Services Division
P.O. Box 942896
Sacramento, CA 94296-0001
(916) 653-4272
<http://www.parks.ca.gov/>

BUSINESS LICENSE, TAX AND FEE WAIVER

THE BENEFIT

Waiver of municipal, county and state business license fees, taxes and fees, for veterans who hawk, peddle or vend any goods, wares or merchandise owned by the veteran, except spirituous, malt, vinous or other intoxicating liquor, including sales from a fixed location.

WHO MAY BE ELIGIBLE

Honorably discharged veterans who engage in sales (not services) activities may be eligible. Eligibility criteria differs based upon local jurisdiction.

HOW TO APPLY

Bring proof of honorable discharge to your local appropriate county/city licensing authority.

PROPERTY TAX EXEMPTIONS

THE BENEFITS

Property tax exemptions on the assessed value of a home of:

- a) Up to \$111,296 if the total household income from all sources is over \$49,979 per year.
- b) Up to \$166,944 if the total household income from all sources is under \$49,979 per year.

WHO MAY BE ELIGIBLE

- a) Wartime veterans who are in receipt of service-connected disability compensation at the totally disabled rate.
- b) **Unmarried** surviving spouses, or registered domestic partners, of veterans who are in receipt of service-connected death benefits.
- c) Wartime veterans who are service-connected for loss of, or loss of use of, two or more limbs.
- d) Wartime veterans who are service-connected for blindness.

Those applying for benefits should bring proof from the U.S. Department of Veterans Affairs, verifying receipt of service-connected disability/death benefits.

HOW TO APPLY

The local County Assessors Office (located in the county government section of your telephone book) or at: www.boe.ca.gov/proptaxes/assessors.htm.

[Conditions of Use](#) | [Privacy Policy](#)
Copyright © 2009 State of California

Bill Analysis

Senate Bill 751 (Romero) Teacher Credentialing Omnibus Bill

Recommended Position: Sponsor

Sponsor: SB 751 contains one provision that the Commission approved for sponsorship in 2009 as well as one additional item.

Bill Version: Introduced February 27, 2009

Analysis of Bill Provisions

SB 751 would:

1. Authorize the Commission on Teacher Credentialing (Commission) to issue a multiple subject, single subject or education specialist credential to a teacher prepared in a country other than the United States who has earned a valid corresponding teaching credential in another state;⁶
2. Authorize a school district, county office of education or charter school to contract with other entities to provide intensive subject matter examination preparation courses to credential holders who are interested in adding a mathematics or science authorization to their existing credential and provides requirements to ensure specified content, support and reporting requirements.

Commission Activity

Out-of-country prepared teachers earning credentials in other states:

The Legislature and the Commission have worked together over more than a decade to reduce unnecessary barriers to a California credential for teachers coming from other states and other countries. The Legislature has taken a cautious approach to this task.

AB 1620 (Chap. 547, Stats. 1998) first required the Commission to conduct a comparability study to determine equivalencies between California and other states in the analysis of candidates for teaching credentials and authorized the Commission to enter into reciprocity agreements with those states found to have teacher preparation programs equivalent to Commission-approved programs in California. AB 1620 also established alternative standards and procedures for the issuance of teaching credentials to candidates from other states, depending on their levels of experience and education.

Two years later, AB 877 (Chap. 703, Stats. 2000) provided additional streamlining for teaching credentials by eliminating the requirement that candidates first have an offer of employment in California. This bill also eased barriers for out-of-state prepared candidates hoping to earn designated subjects credential and added language for out-of-state prepared administrative credential candidates. Additionally, and in continuing the

⁶ Approved for sponsorship by the Commission at its December 11-12, 2008 meeting.

intent of AB 1620, this bill required the Commission to continue its evaluation of other states' teacher preparation programs and seek reciprocity where comparable programs were identified.

The streamlining process was continued with SB 1209 (Chap. 517, Stats. 2006) which contained provisions eliminating preliminary credential requirements for out-of-state prepared credential candidates that were found to be duplicative to those of other states. Governor Schwarzenegger also stated his interest in seeing the barriers for out-of-state prepared teachers removed and signed the bill in September 2006.

The amendments proposed in this bill to Education Code §44275.4 are in keeping with the intentions of the Legislature and the Governor to increase the pipeline of fully prepared teachers into California by eliminating redundant requirements and streamlining the credentialing process.

Commission staff surveyed requirements used by states other than California in evaluating out-of-country prepared teacher credential candidates. Specifically, staff verified the following:

1. A foreign transcript evaluation is required and must verify the candidate holds a Bachelor's or higher degree that is equivalent to one earned in the United States;
2. The foreign transcript evaluation must show completion of a teacher preparation program;
3. The candidate must have received or qualified for a full credential in the country in which they were prepared; and,
4. All states require candidates to meet subject matter competence requirements in order to earn a full, non-provisional credential. The results show other states' requirements are comparable to those of California.

At its December 2008 meeting the Commission approved the staff legislative proposal to amend §44275.4 thereby eliminating redundancies in preliminary credential requirements. Senator Romero, Senate Education Committee Chair, agreed to carry this legislation in SB 751, the Senate Education Committee's Education Omnibus bill.

Math and science examination preparation:

In an effort to increase the number of much needed math and science teachers in California, SB 751 also includes language authorizing school districts, county offices of education and charter schools to provide intensive subject matter examination preparation courses to their certificated staff and allows them to contract with outside entities for such services. This examination preparation is intended to support and encourage teachers to add the subjects of math and/or science to an existing credential. Additionally, the bill provides guidelines for local education agencies to ensure the program covers the domains for subject matter understanding and skill adopted by the Commission in the content area and provides guidance and information to teacher participants on the requirements for adding a new credential type or authorization.

Commission staff conducted a survey through the Credential Counselors and Analysts of California (CCAC) to identify the number of test preparation programs currently offered through universities and local education agencies. Of the 105 responses received, 24 offer test preparation for the mathematics subject matter examination and 17 provide test preparation for the science subject matter examinations. Some of these programs are just getting started while others, including the mathematics test preparation offered by Los Angeles County Office of Education, have been in operation for several years.

The California Council on Science and Technology (CCST) declared the critical shortage of math and science teachers to be directly impeding the number of graduating college majors in science, technology, engineering and math.⁷ CCST further states that this shortage will result in California's failure to compete in math and science industries.

According to a report published in 2008 by the Center for the Future of Teacher and Learning (CFTL), nearly one third of math and one quarter of science teachers are not fully credentialed.⁸ Also, the Teacher Supply Report published by the Commission in April 2008 indicates approximately 40% of math teachers and 32% of science teachers hold emergency type permits.

Fiscal Impact

None

Relevant Commission Legislative Policies

Policy 3: The Commission supports legislation that reaffirms that teachers and other educators have appropriate qualifications and experience for their positions, as evidenced by holding appropriated credentials, and opposes legislation that would allow unprepared persons to serve in public schools.

Policy 5: The Commission supports legislation which strengthens or reaffirms initiatives and reforms which it previously has adopted, and opposes legislation which would undermine initiatives or reforms which it previously has adopted.

Organizational Positions

Support

None noted at this time.

Opposition

None noted at this time.

Reason for Suggested Position

The Commission's previously approved language with regard to out-of-country prepared out-of-state teacher applicants is included in this bill. This bill corrects the inequity in current law in credential requirements between out-of-state teachers prepared in other

⁷ <http://www.ccst.us/news/2007/20070305TCPA.php>

⁸ California's Teaching Force 2008: Key Issues and Trends, p. 52. Santa Cruz, CA: The Center for the Future of Teaching and Learning.

states and out-of-state teachers prepared in another country who subsequently earn a U.S. credential in another state.

While the Commission has no oversight over test preparation programs for the CSET, these programs can contribute to an increase in the number of mathematics and science teachers. The supply of such teachers has been an ongoing concern of the Commission.

For these reasons, staff is recommending a **“Sponsor”** position on SB 751.

Analyst: Erin C. Duff

Date of Analysis: March 20, 2009

APPENDIX B

Legislative Guidelines And Possible Bill Positions

LEGISLATIVE GUIDELINES OF THE CALIFORNIA COMMISSION ON TEACHER CREDENTIALING

Adopted February 3, 1995

1. The Commission supports legislation that proposes to maintain or establish high standards for the preparation of public school teachers and other educators in California and opposes legislation that would lower standards for teachers and other educators.
2. The Commission supports legislation that proposes to maintain or establish high standards of fitness and conduct for public school educators in California and opposes legislation that would lower standards of fitness or conduct for public school educators.
3. The Commission supports legislation that reaffirms that teachers and other educators have appropriate qualifications and experience for their positions, as evidenced by holding appropriate credentials, and opposes legislation that would allow unprepared persons to serve in the public schools.
4. The Commission supports the maintenance of a thoughtful, cohesive approach to the preparation of credential candidates and opposes legislation that would tend to fragment or undermine the cohesiveness of the preparation of credential candidates.
5. The Commission supports legislation that strengthens or reaffirms initiatives and reforms that it previously has adopted and opposes legislation that would undermine initiatives or reforms that it previously has adopted.
6. The Commission supports alternatives to existing credential requirements that maintain high standards for the preparation of educators and opposes alternatives that do not provide sufficient assurances of quality.
7. The Commission opposes legislation that would give it significant additional duties and responsibilities if the legislation does not include an appropriate source of funding to support those additional duties and responsibilities.
8. The Commission supports legislation that affirms its role as an autonomous teacher standards board and opposes legislation that would erode the independence or authority of the Commission.

Possible Bill Positions for Commission Consideration

The Commission may adopt a position on each bill considered for action. The following chart describes the bill positions. The Commission may choose to change a position on a bill at any subsequent meeting.

Sponsor: Legislative concepts are adopted by the Commission and staff is directed to find an author for the bill and to aid the author's staff by providing background information and seeking support for the bill.

Support: The Commission votes to support a bill and directs staff to write letters of support to Legislative Committee members and to testify in support of the bill at Legislative Committee hearings. The Commission's support position will be recorded in the Legislative Committee's bill analysis. If the bill is successful in the Legislature, staff writes letters of support to the Governor.

Support if Amended: The Commission expresses support for the overall concept of a bill, but objects to one or more sections. The Commission votes to direct staff to contact the author with suggested amendments. If the bill is amended to reflect the Commission's recommendations, the Commission's position automatically becomes "Support."

Seek Amendments: The Commission expresses concern over one or more sections of the bill and votes to direct staff to contact the author with suggested amendments. If the bill is amended to reflect the Commission's recommendations, staff will inform the Commission at a subsequent meeting and ask if the Commission would like to adopt a new position.

Watch: The Commission expresses interest in the content of the bill but votes to direct staff to "watch" the bill for future amendments or for further movement through the Legislative process. Early in the Legislative session, the Commission may wish to adopt a "watch" position on bills that are not yet fully formed.

Oppose Unless Amended: The Commission objects strenuously to one or more sections of the bill and votes to direct staff to contact the author with suggested amendments. If the bill is not amended to reflect the Commission's recommendations, the Commission may vote to adopt an "Oppose" position at a subsequent meeting. If the bill is amended to reflect the Commission's recommendations, staff will inform the Commission at a subsequent meeting and ask if the Commission would like to adopt a new position.

Oppose: The Commission expresses opposition to the overall concept of a bill and votes to direct staff to write letters of opposition to Legislative Committee members and to testify in opposition to the bill at Legislative Committee hearings. The Commission's "oppose" position will be recorded in the Legislative Committee bill analysis. If the bill is successful in the Legislature, staff writes letters of opposition to the Governor.

No Position: The Commission may choose to delay taking a position on a bill and may vote to direct staff to bring the bill forward at a subsequent meeting. The Commission may also choose to direct staff not to bring the bill forward for further consideration.